

External Review Team Process

Office of Federal and State Accountability

Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

Revised for School Year 2008-09

Revisions Included

School: Southside High School

District: Greenville County

Principal: Carlos Brooks

Superintendent: Dr. Phinnize Fisher

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

- **Summary of demographic information from 2007 School Report Card**

Based on information obtained from Southside High School's 2007 School Report Card, the school had an unsatisfactory absolute and improvement rating for the second year in a row. 54.3% of students passed HSAP on the first attempt. Longitudinal HSAP passage rate was 75.8%. On-time graduation rate was 54.2%. The average of all End of Course Tests passage rate was 37.6%.

- **School Profile (students, teachers, school)**

There were 946 students enrolled. The retention rate was 9.2%, and attendance rate was 94.5%. 2.3% of students were eligible for gifted and talented. 13.6% of the students had a disability other than speech. 4% of students were older than usual for their grade and 1% of the students were expelled or suspended from school for violent and/or criminal offenses. 26.4% of the students were enrolled in AP/IB programs. 29% of the students were eligible for the LIFE scholarship. The annual dropout rate was 7.1%. 321 of the 946 students were enrolled in career/technology courses. 70.1% of the career/technology students mastered core competencies.

46.6% of the teachers held advanced degrees. 56.9% of the teachers had a continuing contract while 16.7% had emergency/provisional contracts. 74.5% of the teachers returned from the previous year. Teacher attendance rate was 95%. The average teacher salary was \$42,835. Teachers used an average of 16.3 days for professional development.

The principal had served the school for 4 years. The student to teacher ratio was 25.4 to 1. Prime instructional time was 87.4%. \$6,150 was spent per pupil. 58.6% of expenditures were spent on teacher salaries and 61.9% on instruction. The school was rated good in opportunities in the arts and character development. 100% of parents attended conferences. The school is SACS accredited.

- **Population diversity (refer to Performance of Student Groups)**

HSAP passage rate was 75.8% of eligible students. Of the students who took HSAP 74.7% of males, 77% of females, 88.6% white, 72.9% African-American, 90.9% Asian/Pacific Islander, and 20.7% with a disability other than speech passed both portions of the exam.

The EOC passage rate was 37.6%. Of the students who took an EOC test, 40.9% of males, 34.3% of females, 64.4% white, 31.1% African-American, 100% Asian/Pacific Islander, 29% Hispanic, 50% American Indian/Alaskan, 34.1% with a disability other than speech, and 42.9% of limited English proficient passed the exam.

The on-time graduation rate was 54.2%. Of the students who should have graduated in 2007, 54.5% of males, 56.9% of females, 65.9% white, 54.7% African-American, 90% Asian/Pacific Islander, 13.3% Hispanic, 21.1% with a disability other than speech, and 30.8% of limited English proficient graduated on-time.

➤ **Free/reduced lunch (refer to Performance of Student Groups)**

In 07-08, 460 of 946 students at Southside received free/reduced meals.

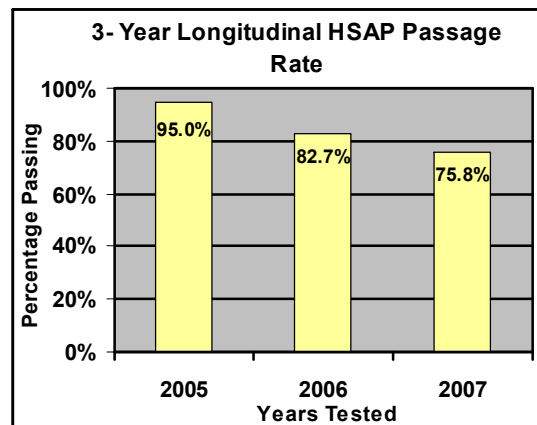
Of the students who took HSAP, 69.7% on free/reduced meals passed.

Of the students who took and EOC test, 31.4% on free/reduced meals passed.

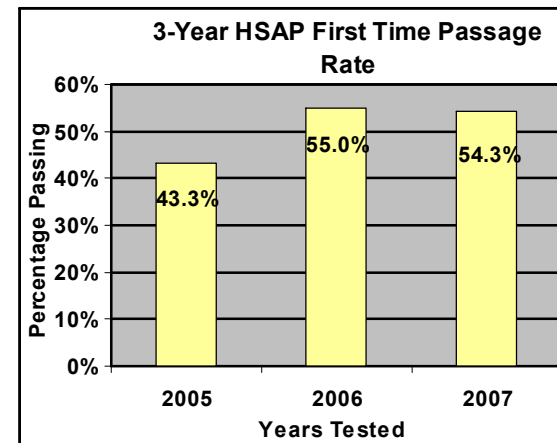
Of the students who should have graduated in 2007, 47.9% on free/reduced meals graduated.

• **Three years of data in chart format with brief explanation of data**

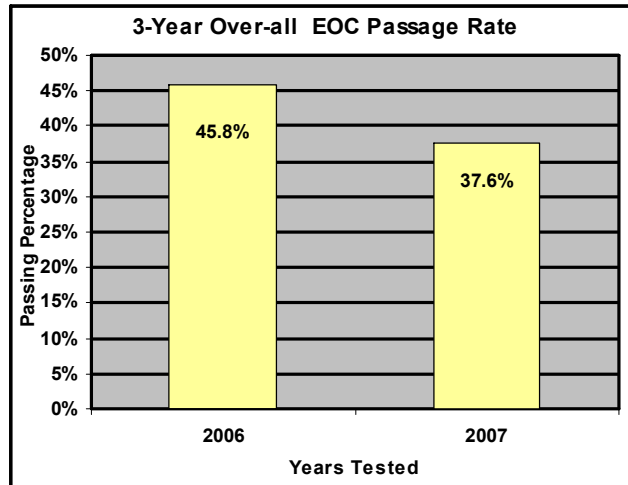
➤ **Test Data (PACT/HSAP/EOC Exams)**



As the data shows the Longitudinal HSAP passage rate has declined over the past three years. 75.8% correlates to 1 point for the school report card. This is the weakest area on the school report card for the school.



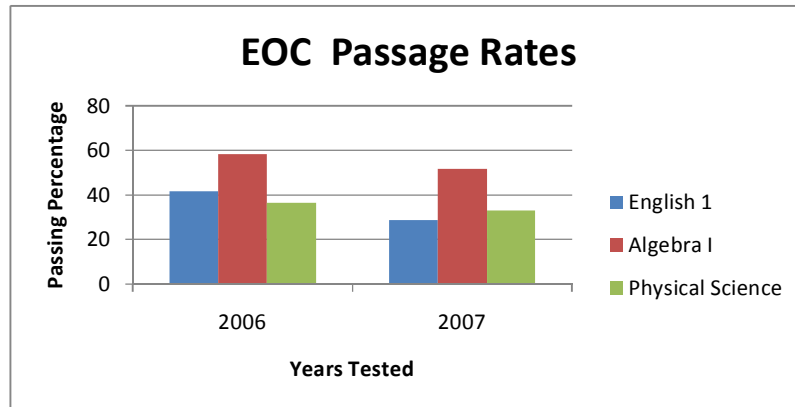
As the data shows the first time passage rate for HSAP was 54.3%, which correlates with a 4 for the school report card. This is the strongest area on the school report card for the school.



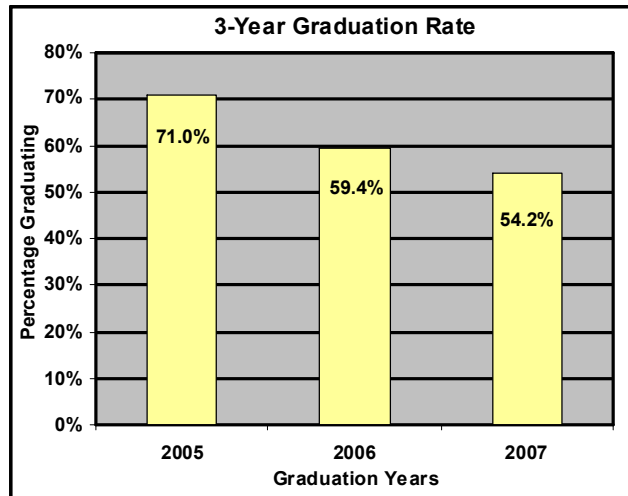
Data for 2005 did not appear on the school report card so we do not have the over-all EOC Passage Rate for 2005.

As the data shows EOC passage rate has declined over the past two years. 37.6% correlates to a 2 for the school report card. This is another weak area for the school.

Addendum:



Data from 2006 and 2007 indicate English I and Physical Science being the weakest areas for Southside's EOC scores.



As the data shows the graduation rate has declined over the past three years. 54.2% correlates to a 2 for the school report card. This is also a weak area for the school.

- **Additional data pertinent to your school**

In addition to the above data, it is important to note other factors that negatively impact the school report card.

- Of importance is the number of students in the school who are self-contained special education students who are not eligible to receive a state diploma but receive a district occupational diploma or certificate. 6% of the students comprise this group. This equates to approximately 15 seniors each year who do not count in the on-time graduation rate and typically do not pass both portions of the HSAP. Another factor for consideration is the transience nature of the area in which the school is located.
- There are approximately 100 students each year who are designated to attend the school and do not show, enter the school at a time other than the beginning of the ninth grade, or leave the school before graduating either as a withdrawal or drop-out.
- Many of our students suffered from significant reading losses throughout their educational careers. Approximately fifty percent of the students entering Southside High School read below grade level.
- The lack of a clear middle school feeder pattern presents a challenge in that we must meet the needs of students from different arenas and whose deficits and strengths varied based on their middle school experiences.

- **Summary of process used to develop the FSRP and the persons involved**

The Focused School Renewal Plan for Southside High School was created as part of a collaborative process in which the students, faculty, administration, and school district were involved. The External Review Team Liaison provided assistance, support, and guidance in the process. The achievement of students was the top priority of the plan at all times. The plan consists of three student achievement goals, two principal goals, and two district goals.

Due to the fact that Southside High School had an unsatisfactory absolute rating in 2006, the school went through the ERT process this past school year. While not all of the goals in the FSRP were met, the faculty determined that gains were made to help the school make expected progress and many strategies were successful in assisting students to improve their level of achievement. Therefore those strategies will remain a part of the plan for the 2008-2009 school year. Strategies were based on research-proven effective ways to

improve student achievement. Research-proven sources, such as Learning Focus and Marzano, were key components when considering the most effective strategies that should be incorporated into this plan. (See end notes for citations.)

The staff of Southside High School gained much knowledge during the 2007-2008 as the FSRP (Focused School Renewal Plan) was implemented and expects to exceed current levels of student achievement in the upcoming school year with the new FSRP. The faculty learned team work, how to understand and use data, and how to implement research-based strategies to improve student achievement. The faculty and staff became aware of the importance of being able to document processes that impact learning and gained hands on knowledge about examining the systems in order to continually improve how we plan, deliver, and measure instruction.

The first step implemented was a process to deliver important information to the entire staff so that all could understand the purpose of the FSRP. It was important to have school buy-in, therefore, a critical step in this process was to meet in small groups to examine data in order to determine critical needs of students. The data that we used strongly indicated that inadequate preparation for EOC tests and insufficient numbers of students graduating on-time were major problems for our students. The data clearly indicated that if students were going to improve, we would all have to address these problems. As a team, we developed strategies to improve all of the areas based on successful strategies we have already implemented and strategies that were research-proven to be effective. We devised plans to measure the effectiveness of our efforts. All departments and support staff were aware of the need to improve. It was important for all to understand that all teachers play a role in improving the overall achievement by designing replicable systems throughout the school. After identifying issues that impacted student achievement, we decided, based on our roles, what strategies we would implement and how we would measure progress. As a group, we agreed that in order for strategies to be effective, we could not operate in isolation. For example, administrators document and measure the use of these strategies; thus, we are better able to provide assistance to teachers on instructional delivery through use of learning focus strategies. The importance was that we all understood that a team effort was the only way to address the extensive issue of improving student achievement.

When reviewing the school's report card, the faculty discovered EOC (End of Course) test results and on-time graduation rate were areas in which significant improvement could be made. As the chart above indicates, our EOC scores and graduation rate have declined. After extensive review of the data with the faculty, the new principal, and district's research and accountability department, the faculty determined that improvement in English I and physical science EOC passage rate and on-time graduation rate would result in improvement in overall EOC passage rate and on-time graduation rate. 1st attempt HSAP and Longitudinal HSAP are expected to improve based on programs already in place. Improvement in these areas would allow adequate increase to improve the absolute index on the school's next report card to meet expected progress.

Goal report card score for 08-09 school year (meet expected progress)

| Criterion | Percentage | Points Assigned | Total Value |
|------------------------------------|------------|-----------------|------------------------------------|
| Longitudinal HSAP (30%) | 83.7% | 2 | 0.6 |
| 1 st attempt HSAP (20%) | 54.3% | 4 | 0.8 |
| EOC passage (20%) | 41.6% | 3 | 0.6 |
| On-time graduation rate (30%) | 62.2% | 3 | 0.9 |
| | | | 2.9 Absolute Rating |

1st attempt HSAP represents the same score as 2007. All others are an increase in score to equate to the next level of points.

The 2006 Absolute Rating was 2.3 and the 2007 Absolute Rating was 2.1.

An Absolute Rating of 2.6 is needed in 2009 to meet expected progress.

A 2.9 Absolute Rating would give the school a Below Average on the 2009 School Report Card.

- Narrative of how selected goals will enable the school to meet expected progress**

All student achievement goals follow the recommendations of the External Review Team Committee for Satisfactory Implementation. It was recommended that all student achievement goals/strategies, which focused on EOC and 1st attempt HSAP, be continued with revisions for 2008-2009. The revisions were created to encompass not only the EOC and 1st attempt HSAP but all areas that affect the school's report card.

Student Achievement Goal 1: We will increase the January, 2009, 1st semester passage rate for all grade levels by 3% over the January, 2008 1st semester passage rate.

Passage rate is an indicator of student achievement as it relates to passage of EOC, passage of HSAP, and on-time graduation. Research indicates that students who fail are more likely to become high school drop outs. The failure rate in January 2008 was 17.1%. While this goal does not directly appear on the school report card, it is significant in improving student achievement as it relates to the school report card. The strategies chosen were all based on methods necessary to assist teachers in instructional delivery and assist students in improved comprehension of information taught in all courses.

Addendum:

Focused Student Achievement Goal 1: By April 1, 2009, the English 1 EOCEP passage rate will increase from 28.8% to 41.6% as measured by the percent of students scoring 70 or above on the USA Test Prep test.

The student achievement goal was changed because the original goal was not a S.M.A.R.T. goal. The new goal reflects our intense effort to increase our English I EOC passage rate, which was the lowest of the courses that require an End of Course Test. Strategies were adjusted to accomplish this new goal. Indicators of implementation were revised to ensure that adequate explanation was provided to give a clear picture of how the indicators will support the achievement of the goal as recommended by the External Review Confirmation Committee.

Student Achievement Goal 2: At least 42% of students in EOC courses (physical science, Algebra I, and English I) will master (70%) the standards taught as measured by the USA Test Prep EOC diagnostic test in February 2009.

42% passage rate on EOC would qualify for 3 points on the school report card, which is one point last year's score. USA Testprep is a computer-based program in which the EOC tests are directly correlated to the state's standards. The program allows teachers and students to have immediate feedback on all standards and provides related instruction for all standards. The advantage of using USA Test Prep as an indicator of potential EOC passage rate is the ability to use the test as a benchmark test frequently to guide instruction in the classroom.

Addendum:

Focused Student Achievement Goal 2: By April 1, 2009, the Physical Science EOCEP passage rate will increase from 33.2% to 41.6%, as measured by the percent of students scoring 70 or above on the USA Test Prep test.

The student achievement goal was changed to clarify a targeted focus on our second lowest EOC course. Achieving this goal will assist us in improving the EOC passage rate. Strategies were adjusted to accomplish this new goal. Indicators of implementation were revised to ensure that adequate explanation was provided to give a clear picture of how the indicators will support the achievement of the goal as recommended by the External Review Confirmation Committee.

Student Achievement Goal 3: At least 75% of currently-enrolled students coded for 4th-year graduation will be on track for on-time graduation as of March 1, 2009, as measured by currently passing courses needed for graduation, credits previously earned, and passage of HSAP (by Fall, 2008).

The goal for the school report card for on-time graduation is at least 62.2%. In creating the goal for the FSRP it was determined that this goal must be higher than 62.2% since it was only dealing with students currently enrolled. Students who have left the school would count negatively towards this goal but were not included as a student achievement component. Longitudinal HSAP was indicated as a weak point on the school's report card. It was decided by the faculty that increasing the longitudinal HSAP score would best be addressed as part of a

comprehensive graduation goal. The faculty determined that the graduation goal had to include strategies not only for the current seniors but also for the rising seniors so that the plan would be a comprehensive school improvement plan for all students.

Addendum:

Focused Student Achievement Goal 3: Of the fourth-year students (9GR6), the percent on track for on-time graduation will increase from 54.2% to 62.2%, as measured by currently passing courses needed for graduation, credits previously earned, and passage of HSAP or USA Test Prep (70%) benchmark by April 1, 2009.

The student achievement goal was reworded to align the goal with the graduation rate absolute rating indicator. Strategies were adjusted to accomplish this new goal. Indicators of implementation were revised to ensure that adequate explanation was provided to give a clear picture of how the indicators will support the achievement of the goal as recommended by the External Review Confirmation Committee.

Principal's Instructional Leadership Goal 1: The principal will improve instructional delivery through observations, feedback, and professional development on the use of best practices identified in the FSRP as measured by improvement of the evaluation rating of 75% of the teachers from August 2008 to March 1, 2009.

The Principal's research indicated that instructional delivery was important to improving student achievement. An evaluation instrument called a rating rubric will be created to identify all strategies in the FSRP that should be part of each classroom on a daily basis. This instrument will allow all the administrative team to focus on successes and challenges that each teacher is experiencing. The goal states 75% of teachers since many teachers already exhibit exemplary instructional delivery. Professional development will be given to teachers needing assistance in specific areas as determined in administrative meetings through analysis of rating rubrics.

Addendum:

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the English 1 EOCEP passage rate will increase from 28.8% to 41.6% as measured by the percent of students scoring 70 or above on the USA Test Prep test.

The principal's instructional goal was changed because the original goal was not a S.M.A.R.T. goal. The new goal reflects his intense effort to increase our English I EOC passage rate, which was the lowest of the courses that require an End of Course Test. Strategies were adjusted to accomplish this new goal. Indicators of implementation were revised to ensure that adequate explanation was provided to give a clear picture of how the indicators will support the achievement of the goal as recommended by the External Review Confirmation Committee.

Principal's Instructional Leadership Goal 2: In order to support instructional planning and delivery, the principal and leadership team will monitor the lesson plans and provide feedback for 100% of the teachers bi-weekly.

The Principal's research also indicated that instructional planning and delivery of those plans was an important component to improving student achievement. The school district is creating a lesson plan template that all teachers will receive training on and will be evaluated on. A system for feedback will be developed and professional development will be given to teachers needing assistance in specific areas as determined in administrative meetings through analysis of lesson plans.

Addendum:

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, the Physical Science EOCEP passage rate will increase from 33.2% to 41.6% as measured by the percent of students scoring 70 or above on the USA Test Prep test.

The principal's instructional goal was changed because the original goal was not a S.M.A.R.T. goal. The student achievement goal was changed to clarify a targeted focus on our second lowest EOC course. Achieving this goal will assist us in improving the EOC passage rate. Strategies were adjusted to accomplish this new goal. Indicators of implementation were revised to ensure that adequate explanation was provided to give a clear picture of how the indicators will support the achievement of the goal as recommended by the External Review Confirmation Committee.

Focused District Instructional Leadership GOAL 1: The district's teaching and learning support team provides opportunities for all teachers and administrators to take part in focused, professional development. If particular school personnel need one-on-one assistance in an academic area, all accommodations are made to see they get what they need to assist their work. However, most professional development occurs where groups of school representatives can come to be trained and then go back to their staff to train them. While many more opportunities for development are offered besides the strategies below, the list included in this plan are those that have the potential for greatest impact on student achievement at this school.

Addendum:

D1.7 Strategy was deleted. Professional training and monitoring is not appropriate this year, since the block schedule is not being implemented as thought last spring.

Focused District Instructional Leadership GOAL 2: A series of professional development opportunities will be provided to participants at this school in hopes to increase the school's internal capacity to analyze and understand their students' results in multiple ways. The opportunities incorporate new ways to analyze data to uncover and pinpoint both strengths and weaknesses in ELA and Math. Trainings will allow participants to leave with either a hardcopy or electronic copy of the work she/he has produced. This method will also allow the participants to immediately have discussions at the school, grade, and subject level about student outcomes and ways to improve specific areas. Principal supervisors will have ongoing follow-up discussions with the principals to discuss data and progress.

End Notes:

- Barth, Roland. "Planning to Build Leadership Capacity and Bring Others on Board." *Courageous Leadership for School Success*. Quebec, Canada July 28-31, 2003.
- Blankstein, A. and Coccozzella, K. "Creating a Failure Free School." *Principal*. October 2004. pp. 36-41.
- Edwards, Stephen. "Action Planning Rubric and Using Data." *Courageous Leadership for School Success*. Quebec, Canada July 28-31, 2003.
- Edwards, Stephen. "A Case Study: Using Data, Collaboration, and a Pyramid of Intervention to Close the Achievement Gap." HOPE Foundation *Courageous Leadership for School Success*. State & Regional Leadership Summit. Louisville, Kentucky, June 13-14, 2005.
- Fullan, Michael. *Leadership in a Culture of Change. Leadership and Sustainability*.
- Marzano, Robert. *Classroom Instruction That Works*.
- McTighe, Jay and Wiggins, Grant. *Understanding by Design*.
- Thompson, Max and Thompson, Julia. *Learning-Focused Strategies Notebook*.
- Tomlinson, Carol Ann. *Fulfilling the Promise of the Differentiated Classroom*.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

| Month | Strategy to be implemented |
|----------------|---|
| July 2008 | <p>D1.1 Continue training teachers to use research-based instructional practices in reading and writing, such as Learning Focused.</p> <p>D1.4 Provide training for teachers on differentiated instruction.</p> <p>D1.7 Provide professional development in effective methods for block scheduling.</p> <p>D1.8 Provide hands-on training for physical science labs.</p> <p>SA3.5. An HSAP tutorial class will be implemented.</p> <p>P1.1 Provide an additional English I teacher to maintain a class size of no more than 25 to 1 in all English I classes.</p> |
| August 2008 | <p>SA1.1. Students will be placed in the appropriate English I class based on PACT, ITBS, and MAP scores and 8th grade teacher recommendations.</p> <p>SA1.6. Teachers will implement Learning Focus strategies in English I EOC classes.</p> <p>SA1.7. English I EOC teachers will meet to design common English I unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA2.5. Teachers will implement Learning Focus strategies in physical science EOC classes.</p> <p>SA2.6. Physical science EOC teachers will meet to design common Physical Science unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA3.3. Senior counselor will implement credit recovery programs for students.</p> <p>SA3.4. The district's seat time recovery plan will be implemented for students to recover credit that was lost due to excessive absences.</p> <p>SA3.5. An HSAP tutorial class will be implemented.</p> <p>P1.2 Professional development will be held for all English I EOC teachers to implement FSRP strategies.</p> <p>P1.4 English I unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> <p>P2.1 Professional development will be held for all physical science EOC teachers to implement FSRP strategies.</p> <p>P2.3 Physical science unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> |
| September 2008 | <p>D1.2 Provide training for all Content Area departments on reading strategies.</p> <p>D1.3 Provide training for all Content Area departments on writing strategies.</p> <p>D1.5 Provide support for virtual courses, twilight courses, and distance learning courses.</p> <p>D1.6 Train instructional coaches on effective use of assessments (Train the trainer).</p> <p>D2.2 Provide support sessions on the scoring of HSAP.</p> <p>D2.3 Provide support sessions on how to analyze and interpret data via Ease-e.</p> |

SA1.2. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in English I classes.

SA1.3. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.

SA1.4. Teachers will identify students failing English I at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.

SA1.5. The 9th grade coordinator will monitor bi-weekly attendance reports for English I classes and will:

- Notify parents by phone, letter, or email when a student has 3 absences in an English I course;
- Hold a conference with parents of students when a student has 5 absences in English I.

SA1.6. Teachers will implement Learning Focus strategies in English I EOC classes.

SA1.7. English I EOC teachers will meet to design common English I unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.

SA1.8. English I EOC teachers will administer Pre-test on USA Test Prep for English I EOC and will use the data to make curriculum and instructional plans.

SA1.10. In English I EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.

SA2.1. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in physical science classes.

SA2.2. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.

SA2.3. Teachers will identify students failing physical science at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.

SA2.5. Teachers will implement Learning Focus strategies in physical science EOC classes.

SA2.6. Physical science EOC teachers will meet to design common English I unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.

SA2.7. Physical science EOC teachers will administer Pre-test on USA Test Prep for physical science EOC and will use the data to make curriculum and instructional plans.

SA2.9. In physical science EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.

SA3.1. Graduation Task Force will in September and February to review documentation, determine action needed, and oversee implementation of strategies of student achievement goal 3.

SA3.2. Senior counselor will hold conferences

- in September with all 9GR6 students individually to discuss graduation requirements including credits, attendance, and HSAP passage

with individual 9GR6 students at end of each 9 weeks who are failing and/or have excessive absences in a course required for graduation.

SA3.3. Senior counselor will implement credit recovery programs for students

SA3.4. The district's seat time recovery plan will be implemented for students to recover credit that was lost due to excessive absences.

SA3.6. The HSAP tutorial teacher will administer Pre-test on USA Test Prep for HSAP and will use the data to make curriculum and instructional plans.

| | |
|--------------|--|
| | <p>P1.2 Professional development will be held for all English I EOC teachers to implement FSRP strategies</p> <p>P1.3 Weekly administrative team meetings will be scheduled to review English I EOC teachers' observations and professional development needed.</p> <p>P1.4 English I unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> <p>P2.1 Professional development will be held for all physical science EOC teachers to implement FSRP strategies</p> <p>P2.2 Weekly administrative team meetings will be scheduled to review physical science EOC teachers' observations and professional development needed.</p> <p>P2.3 Physical science unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> |
| October 2008 | <p>D2.1 Provide support sessions for school staff in utilizing MAP scores to make data-driven decisions.</p> <p>SA1.1. Students will be placed in the appropriate English I class based on PACT, ITBS, and MAP scores and 8th grade teacher recommendations.</p> <p>SA1.2. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in English I classes.</p> <p>SA1.3. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA1.4. Teachers will identify students failing English I at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.</p> <p>SA1.5. The 9th grade coordinator will monitor bi-weekly attendance reports for English I classes and will:</p> <ul style="list-style-type: none"> • Notify parents by phone, letter, or email when a student has 3 absences in an English I course; • Hold a conference with parents of students when a student has 5 absences in English I. <p>SA1.6. Teachers will implement Learning Focus strategies in English I EOC classes.</p> <p>SA1.7. English I EOC teachers will meet to design common English I unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA1.9. At the end of each 9 weeks in English I, teachers will administer a 50% test on USA Test Prep to serve as a benchmark to measure progress and will use the data to make curriculum and instructional plans.</p> <p>SA1.10. In English I EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.</p> <p>SA2.1. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in physical science classes.</p> <p>SA2.2. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA2.3. Teachers will identify students failing physical science at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.</p> <p>SA2.5. Teachers will implement Learning Focus strategies in physical science EOC classes.</p> <p>SA2.6. Physical science EOC teachers will meet to design common physical science unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA2.8. At the end of each 9 weeks in physical science teachers will administer a 50% test on USA Test Prep to serve as a benchmark to measure progress and will use the data to make curriculum and instructional plans.</p> <p>SA2.9. In physical science EOC classes students will utilize USA Test Prep at least once a month for practice on</p> |

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| | <p>identified weaknesses.</p> <p>SA3.2. Senior counselor will hold conferences</p> <ul style="list-style-type: none"> • in September with all 9GR6 students individually to discuss graduation requirements including credits, attendance, and HSAP passage • with individual 9GR6 students at end of each 9 weeks who are failing and/or have excessive absences in a course required for graduation. <p>SA3.3. Senior counselor will implement credit recovery programs for students.</p> <p>SA3.4. The district's seat time recovery plan will be implemented for students to recover credit that was lost due to excessive absences.</p> <p>SA3.5. An HSAP tutorial teacher will administer Pre-test on USA Test Prep for HSAP and will use the data to make curriculum and instructional plans.</p> <p>SA3.7. At the end of each 9 weeks in HSAP tutorial class the teacher will administer an HSAP benchmark test on USA Test Prep to measure progress and will use the data to make curriculum and instructional plans.</p> <p>P1.2 Professional development will be held for all English I EOC teachers to implement FSRP strategies.</p> <p>P1.3 Weekly administrative team meetings will be scheduled to review English I EOC teachers' observations and professional development needed.</p> <p>P1.4 English I unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> <p>P2.1 Professional development will be held for all physical science EOC teachers to implement FSRP strategies</p> <p>P2.2 Weekly administrative team meetings will be scheduled to review physical science EOC teachers' observations and professional development needed.</p> <p>P2.3 Physical science unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> |
| November 2008 | <p>SA1.2. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in English I classes.</p> <p>SA1.3. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA1.4. Teachers will identify students failing English I at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.</p> <p>SA1.5. The 9th grade coordinator will monitor bi-weekly attendance reports for English I classes and will:</p> <ul style="list-style-type: none"> • Notify parents by phone, letter, or email when a student has 3 absences in an English I course; • Hold a conference with parents of students when a student has 5 absences in English I. <p>SA1.6. Teachers will implement Learning Focus strategies in English I EOC classes.</p> <p>SA1.7. English I EOC teachers will meet to design common English I unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA1.10. In English I EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.</p> <p>SA2.1. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in physical science classes.</p> <p>SA2.2. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA2.3. Teachers will identify students failing physical science at the end of each grading period and work with</p> |

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| | <p>guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.</p> <p>SA2.5. Teachers will implement Learning Focus strategies in physical science EOC classes.</p> <p>SA2.6. Physical science EOC teachers will meet to design common physical science unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA2.9. In physical science EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.</p> <p>SA3.3. Senior counselor will implement credit recovery programs for students.</p> <p>SA3.4. The district's seat time recovery plan will be implemented for students to recover credit that was lost due to excessive absences.</p> <p>SA3.6. The HSAP tutorial teacher will administer Pre-test on USA Test Prep for HSAP and will use the data to make curriculum and instructional plans.</p> <p>P1.2 Professional development will be held for all English I EOC teachers to implement FSRP strategies.</p> <p>P1.3 Weekly administrative team meetings will be scheduled to review English I EOC teachers' observations and professional development needed.</p> <p>P1.4 English I unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> <p>P2.1 Professional development will be held for all physical science EOC teachers to implement FSRP strategies.</p> <p>P2.2 Weekly administrative team meetings will be scheduled to review physical science EOC teachers' observations and professional development needed.</p> <p>P2.3 Physical science unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> |
| December 2008 | <p>SA1.2. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in English I classes.</p> <p>SA1.3. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA1.4. Teachers will identify students failing English I at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.</p> <p>SA1.5. The 9th grade coordinator will monitor bi-weekly attendance reports for English I classes and will:</p> <ul style="list-style-type: none"> • Notify parents by phone, letter, or email when a student has 3 absences in an English I course; • Hold a conference with parents of students when a student has 5 absences in English I. <p>SA1.6. Teachers will implement Learning Focus strategies in English I EOC classes.</p> <p>SA1.7. English I EOC teachers will meet to design common English I unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA1.10. In English I EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.</p> <p>SA2.1. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in physical science classes.</p> <p>SA2.2. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA2.3. Teachers will identify students failing physical science at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the</p> |

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| | <p>students' academic performance.</p> <p>SA2.5. Teachers will implement Learning Focus strategies in physical science EOC classes.</p> <p>SA2.6. Physical science EOC teachers will meet to design common English I unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA2.9. In physical science EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.</p> <p>SA3.3. Senior counselor will implement credit recovery programs for students.</p> <p>SA3.4. The district's seat time recovery plan will be implemented for students to recover credit that was lost due to excessive absences.</p> <p>SA3.6. The HSAP tutorial teacher will administer Pre-test on USA Test Prep for HSAP and will use the data to make curriculum and instructional plans.</p> <p>P1.2 Professional development will be held for all English I EOC teachers to implement FSRP strategies.</p> <p>P1.3 Weekly administrative team meetings will be scheduled to review English I EOC teachers' observations and professional development needed.</p> <p>P1.4 English I unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> <p>P2.1 Professional development will be held for all physical science EOC teachers to implement FSRP strategies.</p> <p>P2.2 Weekly administrative team meetings will be scheduled to review physical science EOC teachers' observations and professional development needed.</p> <p>P2.3 Physical science unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> |
| January 2009 | <p>SA1.2. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in English I classes.</p> <p>SA1.3. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA1.4. Teachers will identify students failing English I at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.</p> <p>SA1.5. The 9th grade coordinator will monitor bi-weekly attendance reports for English I classes and will:</p> <ul style="list-style-type: none"> • Notify parents by phone, letter, or email when a student has 3 absences in an English I course; • Hold a conference with parents of students when a student has 5 absences in English I. <p>SA1.6. Teachers will implement Learning Focus strategies in English I EOC classes.</p> <p>SA1.7. English I EOC teachers will meet to design common English I unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA1.9. At the end of each 9 weeks in English I, teachers will administer a 50% test on USA Test Prep to serve as a benchmark to measure progress and will use the data to make curriculum and instructional plans.</p> <p>SA1.10. In English I EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.</p> <p>SA2.1. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in physical science classes.</p> <p>SA2.2. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA2.3. Teachers will identify students failing physical science at the end of each grading period and work with</p> |

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| | <p>guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.</p> <p>SA2.5. Teachers will implement Learning Focus strategies in physical science EOC classes.</p> <p>SA2.6. Physical science EOC teachers will meet to design common physical science unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA2.8. At the end of each 9 weeks in physical science teachers will administer a 50% test on USA Test Prep to serve as a benchmark to measure progress and will use the data to make curriculum and instructional plans.</p> <p>SA2.9. In physical science EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.</p> <p>SA3.2. Senior counselor will hold conferences</p> <ul style="list-style-type: none"> • in September with all 9GR6 students individually to discuss graduation requirements including credits, attendance, and HSAP passage • with individual 9GR6 students at end of each 9 weeks who are failing and/or have excessive absences in a course required for graduation. <p>SA3.3. Senior counselor will implement credit recovery programs for students.</p> <p>SA3.4. The district's seat time recovery plan will be implemented for students to recover credit that was lost due to excessive absences.</p> <p>SA3.6. The HSAP tutorial teacher will administer Pre-test on USA Test Prep for HSAP and will use the data to make curriculum and instructional plans.</p> <p>SA3.7. At the end of each 9 weeks in HSAP tutorial class the teacher will administer a HSAP benchmark test on USA Test Prep to measure progress and will use the data to make curriculum and instructional plans.</p> <p>P1.2 Professional development will be held for all English I EOC teachers to implement FSRP strategies.</p> <p>P1.3 Weekly administrative team meetings will be scheduled to review English I EOC teachers' observations and professional development needed.</p> <p>P1.4 English I unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> <p>P2.1 Professional development will be held for all physical science EOC teachers to implement FSRP strategies.</p> <p>P2.2 Weekly administrative team meetings will be scheduled to review physical science EOC teachers' observations and professional development needed.</p> <p>P2.3 Physical science unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> |
| February 2009 | <p>SA1.2. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in English I classes.</p> <p>SA1.3. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA1.4. Teachers will identify students failing English I at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.</p> <p>SA1.5. The 9th grade coordinator will monitor bi-weekly attendance reports for English I classes and will:</p> <ul style="list-style-type: none"> • Notify parents by phone, letter, or email when a student has 3 absences in an English I course; • Hold a conference with parents of students when a student has 5 absences in English I. <p>SA1.6. Teachers will implement Learning Focus strategies in English I EOC classes.</p> <p>SA1.7. English I EOC teachers will meet to design common English I unit assessments with at least 50% of the items</p> |

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| | <p>standards-based and containing higher order thinking skills.</p> <p>SA1.10. In English I EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.</p> <p>SA2.1. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in physical science classes.</p> <p>SA2.2. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA2.3. Teachers will identify students failing physical science at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.</p> <p>SA2.5. Teachers will implement Learning Focus strategies in physical science EOC classes.</p> <p>SA2.6. Physical science EOC teachers will meet to design common physical science unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.</p> <p>SA2.9. In physical science EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.</p> <p>SA3.1. Graduation Task Force will in September and February to review documentation, determine action needed, and oversee implementation of strategies of student achievement goal 3.</p> <p>SA3.3. Senior counselor will implement credit recovery programs for students.</p> <p>SA3.4. The district's seat time recovery plan will be implemented for students to recover credit that was lost due to excessive absences.</p> <p>SA3.6. The HSAP tutorial teacher will administer Pre-test on USA Test Prep for HSAP and will use the data to make curriculum and instructional plans.</p> <p>P1.2 Professional development will be held for all English I EOC teachers to implement FSRP strategies</p> <p>P1.3 Weekly administrative team meetings will be scheduled to review English I EOC teachers' observations and professional development needed.</p> <p>P1.4 English I unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> <p>P2.1 Professional development will be held for all physical science EOC teachers to implement FSRP strategies.</p> <p>P2.2 Weekly administrative team meetings will be scheduled to review physical science EOC teachers' observations and professional development needed.</p> <p>P2.3 Physical science unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.</p> |
| March 2009 | <p>SA1.2. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in English I classes.</p> <p>SA1.3. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.</p> <p>SA1.4. Teachers will identify students failing English I at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.</p> <p>SA1.5. The 9th grade coordinator will monitor bi-weekly attendance reports for English I classes and will:</p> <ul style="list-style-type: none"> • Notify parents by phone, letter, or email when a student has 3 absences in an English I course; • Hold a conference with parents of students when a student has 5 absences in English I. <p>SA1.6. Teachers will implement Learning Focus strategies in English I EOC classes.</p> |

SA1.7. English I EOC teachers will meet to design common English I unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.

SA1.9. At the end of each 9 weeks in English I, teachers will administer a 50% test on USA Test Prep to serve as a benchmark to measure progress and will use the data to make curriculum and instructional plans.

SA1.10. In English I EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.

SA2.1. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in physical science classes.

SA2.2. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies.

SA2.3. Teachers will identify students failing physical science at the end of each grading period and work with guidance or the 9th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance.

SA2.5. Teachers will implement Learning Focus strategies in physical science EOC classes.

SA2.6. Physical science EOC teachers will meet to design common physical science unit assessments with at least 50% of the items standards-based and containing higher order thinking skills.

SA2.8. At the end of each 9 weeks in physical science teachers will administer a 50% test on USA Test Prep to serve as a benchmark to measure progress and will use the data to make curriculum and instructional plans.

SA2.9. In physical science EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses.

SA3.2. Senior counselor will hold conferences

- in September with all 9GR6 students individually to discuss graduation requirements including credits, attendance, and HSAP passage
- with individual 9GR6 students at end of each 9 weeks who are failing and/or have excessive absences in a course required for graduation.

SA3.3. Senior counselor will implement credit recovery programs for students.

SA3.4. The district's seat time recovery plan will be implemented for students to recover credit that was lost due to excessive absences.

SA3.6. The HSAP tutorial teacher will administer Pre-test on USA Test Prep for HSAP and will use the data to make curriculum and instructional plans.

SA3.7. At the end of each 9 weeks in HSAP tutorial class the teacher will administer a HSAP benchmark test on USA Test Prep to measure progress and will use the data to make curriculum and instructional plans.

P1.2 Professional development will be held for all English I EOC teachers to implement FSRP strategies.

P1.3 Weekly administrative team meetings will be scheduled to review English I EOC teachers' observations and professional development needed.

P1.4 English I unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.

P2.1 Professional development will be held for all physical science EOC teachers to implement FSRP strategies.

P2.2 Weekly administrative team meetings will be scheduled to review physical science EOC teachers' observations and professional development needed.

P2.3 Physical science unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, the English 1 EOCEP passage rate will increase from 28.8% to 41.6% as measured by the percent of students scoring 70 or above on the USA Test Prep test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| SA1.1. Students will be placed in the appropriate English I class based on PACT, ITBS, and MAP scores and 8 th grade teacher recommendations. | 9 th Grade Coordinator- Ms. Tate | August 2008 | English I roster checklists will provide evidence that test data and recommendations have been used to place students in the appropriate English I class. Ms. Tate Quarterly grade reports will measure the effectiveness of the placement. Ms. Tate |
| SA1.2. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in English I classes. | 9 th Grade Coordinator- Ms. Tate | August 2008 | English I class MAP and SRI data spreadsheets will show progress from fall 2008 to spring 2009. Ms. Tate 1 st quarter PAS-T profile will indicate that English I teachers know MAP and SRI scores for all students. Ms. Tate Unit plans of English I teachers will show instructional decisions based on MAP and SRI scores of their classes. Plans will be reviewed bi-weekly using the district unit plan template and required fields. Immediate feedback, based on guidelines for effective Learning Focus unit plans, will be placed online in comment fields of unit plans. Follow up will be monitored weekly through observations and summative unit assessment results. These results will be used by the CRT to provide specific professional development to the English I teachers, addressing areas that need improvement. The results of the USA Test Prep quarterly benchmark |

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| | | | assessments will evaluate effectiveness of unit plans. Ms. Stables |
| SA1.3. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the Curriculum strategies. | 9 th Grade Coordinator- Ms. Tate | September 2008 | <p>Weekly agendas and minutes of meetings will verify that teachers are collaborating and discussing reading across the curriculum strategies. Ms. Tate</p> <p>Classroom observations and unit plans of English I teachers will document that teachers are implementing reading across the curriculum strategies. English I teachers will be observed weekly using district observation instrument (for observations from administrative team) and learning focus instrument (for observations from freshman academy coordinator and curriculum resource teacher). English I teachers will receive a copy of the observation form at the conclusion of each observation. English I observations are discussed bi-weekly at the administrative team meetings. Professional development is recommended if necessary and areas of concern are highlighted for the next week's observations. Ms. Tate</p> <p>English EOC quarterly benchmark test data will indicate effectiveness of strategy. Ms. Tate</p> |
| SA1.4. Teachers will identify students failing English I at the end of each grading period and work with guidance or the 9 th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance. | 9 th Grade Coordinator- Ms. Tate | September 2008 | <p>Signed intervention plans will be evidence that the strategy has been implemented. Ms. Tate</p> <p>English I grade distribution report will be generated at the end of each grading period and a spreadsheet will be maintained summarizing the passage rate information by teacher and grade, which will track the effectiveness of this strategy. Ms. Tate</p> |
| <p>SA1.5. The 9th grade coordinator will monitor bi-weekly attendance reports for English I classes and will:</p> <ul style="list-style-type: none"> • Notify parents by phone, letter, or email when a student has 3 absences in an English I course; • Hold a conference with parents of students when a student has 5 absences in English I. | 9 th grade Coordinator – Ms. Tate | September 2008 | Bi-weekly attendance reports and parent contact logs will indicate that parents are contacted for 3 or more absences. Ms. Tate |
| SA1.6. Teachers will implement Learning Focus strategies in English I EOC classes. | Curriculum Resource Teacher – Ms. Stables | August 2008 | Unit plans of English I teachers will indicate that teachers have made plans to use Learning Focus strategies. Plans will be reviewed bi-weekly using the district unit plan template and required fields. Immediate feedback, based on guidelines for effective |

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| | | | <p>Learning Focus unit plans, will be placed online in comment fields of unit plans. Follow up will be monitored through weekly observations and summative unit assessment results. These results will be used by the CRT to provide specific professional development to the English I teachers, addressing areas that need improvement.</p> <p>The results of the USA Test Prep quarterly benchmark assessments will evaluate effectiveness of unit plans. Ms. Stables</p> <p>Classroom observations of English I teachers will document that teachers are implementing Learning Focus strategies. English I teachers will be observed weekly using district observation instrument (for observations from administrative team) and learning focus instrument (for observations from freshman academy coordinator and curriculum resource teacher) English I teachers will receive a copy of the observation form at the conclusion of each observation. English I observations are discussed at the weekly administrative team meetings. Learning Focus professional development is recommended if necessary and areas of concern are highlighted for the next week's observations. Ms. Tate</p> <p>Baseline report in September 2008 will indicate the strategy has been implemented. Ms. Stables</p> <p>Quarterly reports of implementation of Learning Focus strategies will indicate ongoing progress. Ms. Stables</p> |
| SA1.7. English I EOC teachers will meet to design common English I unit assessments with at least 50% of the items standards-based and containing higher order thinking skills. | Curriculum Resource Teacher – Ms. Stables | August 2008 | <p>English I unit assessments will document that 50% of all items will be standards-based and at or above comprehension level on the revised Bloom's taxonomy to increase rigor and expectations. Ms. Stables</p> <p>English EOC quarterly benchmark test data will indicate effectiveness of strategy. Ms. Tate</p> |
| SA1.8. English I EOC teachers will administer Pre-test on USA Test Prep for English I EOC and will use the data to make curriculum and instructional plans. (The 50% test will be administered. This version provides at least one question from each standard | 9 th Grade Coordinator - Ms. Tate | September 2008 | <p>Unit plans of English I teachers will show instructional decisions based on USA Test Prep data of their classes. Plans will be reviewed bi-weekly using the district unit plan template and required fields. Immediate feedback, based on guidelines for effective Learning Focus unit</p> |

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| and can be administered in one class period.) | | | <p>plans, will be placed online in comment fields of unit plans. Follow up will be monitored through weekly observations and summative unit assessment results. These results will be used by the CRT to provide specific professional development to the English I teachers, addressing areas that need improvement. The results of the USA Test Prep quarterly benchmark assessments will evaluate effectiveness of unit plans. Ms. Stables</p> <p>Quarterly test data from the USA Test Prep teacher report will be maintained in a spreadsheet for review and documentation, which will indicate that the strategy has been implemented. English I EOC teachers and Ms. Tate</p> |
| SA1.9. At the end of each 9 weeks in English I, teachers will administer a 50% test on USA Test Prep to serve as a benchmark to measure progress and will use the data to make curriculum and instructional plans. | 9 th grade coordinator – Ms. Tate | October 2008 | <p>Quarterly test data from the USA Test Prep teacher report will be maintained in a spreadsheet for review and documentation, which will indicate that the strategy has been implemented. English I EOC teachers and Ms. Tate</p> <p>English I teachers will submit analysis of data report and updated unit plans at the conclusion of each test administration, which will document that they are utilizing the data to guide instructional decisions. English I EOC teachers, Ms. Tate, and Ms. Stables</p> <p>Indicators of implementation in strategy SA 1.8 will provide additional evidence of the implementation of this strategy.</p> <p>Quarterly summary of USA Test Prep data results will indicate effectiveness of the strategy. Ms. Tate</p> |
| SA1.10. In English I EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses. | 9 th Grade Coordinator – Ms. Tate | September 2008 | <p>Computer lab log will indicate that the English I teachers are utilizing USA Test Prep monthly for practice. Ms. Tate</p> <p>English EOC quarterly benchmark test data will indicate effectiveness of strategy. Ms. Tate</p> |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, the Physical Science EOCEP passage rate will increase from 33.2% to 41.6% as measured by the percent of students scoring 70 or above on the USA Test Prep test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation. |
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| SA2.1. Teachers will use Measure of Academic Progress (MAP) and Scholastic Reading Inventory (SRI) scores to determine instructional needs in physical science classes. | 9 th Grade Coordinator- Ms. Tate | September 2008 | Physical science class MAP and SRI data spreadsheets will show progress from fall 2008 to spring 2009. Ms. Tate 1 st quarter PAS-T profile will indicate that physical science teachers know MAP and SRI scores for all students. Ms. Tate Unit plans of physical science teachers will show instructional decisions based on MAP and SRI scores of their classes. Plans will be reviewed bi-weekly using the district unit plan template and required fields. Immediate feedback, based on guidelines for effective Learning Focus unit plans, will be placed online in comment fields of unit plans. Follow up will be monitored through weekly observations and summative unit assessment results. These results will be used by the CRT to provide specific professional development to the physical science teachers, addressing areas that need improvement. The results of the USA Test Prep quarterly benchmark assessments will evaluate effectiveness of unit plans. Ms. Stables |
| SA2.2. All core freshman teachers will collaborate weekly to identify and address ELA instructional weaknesses, which will include Reading Across the | 9 th Grade Coordinator- Ms. Tate | September 2008 | Weekly agendas and minutes of meetings will verify that teachers are collaborating and discussing reading across the curriculum strategies. Ms. Tate |

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| Curriculum strategies. | | | Classroom observations and unit plans of physical science teachers will document that teachers are implementing reading across the curriculum strategies. Physical science teachers will be observed weekly using district observation instrument (for observations from administrative team) and learning focus instrument (for observations from freshman academy coordinator and curriculum resource teacher). Physical science teachers will receive a copy of the observation form at the conclusion of each observation. Physical science observations are discussed bi-weekly at the administrative team meetings. Professional development is recommended if necessary and areas of concern are highlighted for the next week's observations. Ms. Tate |
| SA2.3. Teachers will identify students failing physical science at the end of each grading period and work with guidance or the 9 th Grade Coordinator and parents to implement individual intervention plans to improve the students' academic performance. | 9 th Grade Coordinator- Ms. Tate | September 2008 | Signed intervention plans will be evidence that the strategy has been implemented. Ms. Tate Physical science grade distribution report will be generated at the end of each grading period and a spreadsheet will be maintained summarizing passage rate information by teacher and grade, which will track the effectiveness of this strategy. Ms. Tate |
| SA2.4. Bi-weekly attendance reports for physical science EOC <ul style="list-style-type: none"> • Notify parents by phone, letter, or email when a student has 3 absences in a physical science course; • Hold a conference with parents of students when a student has 5 absences in physical science. | 9 th grade coordinator – Ms. Tate | September 2008 | Bi-weekly attendance reports and parent contact logs will indicate that parents are contacted for 3 or more absences. Ms. Tate |
| SA2.5. Teachers will implement Learning Focus strategies in physical science EOC classes. | Curriculum Resource Teacher – Ms. Stables | August 2008 | Unit plans of physical science teachers will indicate that teachers have made plans to use Learning Focus strategies. Plans will be reviewed bi-weekly using the district unit plan template and required fields. Immediate feedback, based on guidelines for effective Learning Focus unit plans, will be placed online in comment fields of unit plans. Follow up will be monitored through weekly observations and summative unit assessment results. These results will be used by the CRT to provide specific professional development to the physical science teachers, addressing areas that need improvement. The results of the USA Test Prep quarterly benchmark |

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| | | | <p>assessments will evaluate effectiveness of unit plans. Ms. Stables</p> <p>Classroom observations of physical science teachers will document that teachers are implementing Learning Focus strategies. Physical science teachers will be observed weekly using district observation instrument (for observations from administrative team) and learning focus instrument (for observations from freshman academy coordinator and curriculum resource teacher). Physical science teachers will receive a copy of the observation form at the conclusion of each observation. Physical science observations are discussed bi-weekly at the administrative team meetings. Learning Focus professional development is recommended if necessary and areas of concern are highlighted for the next week's observations. Ms. Tate</p> <p>Baseline report in September 2008 will indicate the strategy has been implemented. Ms. Stables</p> <p>Quarterly reports of implementation of Learning Focus strategies will indicate ongoing progress. Ms. Stables</p> |
| SA2.6. Physical science EOC teachers will meet to design common physical science unit assessments with at least 50% of the items standards-based and containing higher order thinking skills. | Curriculum Resource Teacher – Ms. Stables | August 2008 | <p>Unit assessments will document that 50% of all items will be standards-based and at or above comprehension level on the revised Bloom's taxonomy to increase rigor and expectations. Ms. Stables</p> <p>Physical science EOC quarterly benchmark test data will indicate effectiveness of strategy. Ms. Tate</p> |
| SA2.7. Physical science EOC teachers will administer Pre-test on USA Test Prep for physical science EOC and will use the data to make curriculum and instructional plans. (The 50% test will be administered. This version provides at least one question from each standard and can be administered in one class period.) | 9 th Grade Coordinator - Ms. Tate | September 2008 | <p>Unit plans of physical science teachers will show instructional decisions based on USA Test Prep data of their classes. Plans will be reviewed bi-weekly using the district unit plan template and required fields. Immediate feedback, based on guidelines for effective Learning Focus unit plans, will be placed online in comment fields of unit plans. Follow up will be monitored through weekly observations and summative unit assessment results. These results will be used by the CRT to provide specific professional development to the physical science teachers, addressing areas that need improvement. The results of the USA Test Prep quarterly benchmark assessments will evaluate effectiveness of unit plans. Ms.</p> |

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| | | | <p>Stables</p> <p>Quarterly test data from the USA Test Prep teacher report will be maintained in a spreadsheet for review and documentation, which will indicate that the strategy has been implemented. Physical science EOC teachers and Ms. Tate</p> |
| SA2.8. At the end of each 9 weeks in physical science teachers will administer a 50% test on USA Test Prep to serve as a benchmark to measure progress and will use the data to make curriculum and instructional plans. | 9 th grade coordinator – Ms. Tate | October 2008 | <p>Quarterly test data from the USA Test Prep teacher report will be maintained in a spreadsheet for review and documentation, which will indicate that the strategy has been implemented. Physical science EOC teachers and Ms. Tate</p> <p>Physical science teachers will submit analysis of data report and updated unit plans at the conclusion of each test administration, which will document that they are utilizing the data to guide instructional decisions. Physical science EOC teachers, Ms. Tate, and Ms. Stables</p> <p>Indicators of implementation in strategy SA 2.7 will provide additional evidence of the implementation of this strategy.</p> <p>Quarterly summary of USA Test Prep data results will indicate effectiveness of the strategy. Ms. Tate</p> |
| SA2.9. In physical science EOC classes students will utilize USA Test Prep at least once a month for practice on identified weaknesses. | 9 th Grade Coordinator – Ms. Tate | September 2008 | <p>Computer lab log will indicate that the physical science teachers are utilizing USA Test Prep for monthly practice. Ms. Tate</p> <p>Physical science EOC quarterly benchmark test data will indicate effectiveness of strategy. Ms. Tate</p> |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

Of the fourth-year students (9GR6), the percent on track for on-time graduation will increase from 54.2% to 62.2%, as measured by currently passing courses needed for graduation, credits previously earned, and passage of HSAP or USA Test Prep (70%) benchmark by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| SA3.1. Graduation Task Force will meet in September and February to review documentation, determine action needed, and oversee implementation of strategies of student achievement goal 3. | Ms. Rushton | September 2008 | Agendas and minutes from each semester meeting will document that this strategy has been implemented. Quarterly spreadsheet analysis of 9GR6 students will document effectiveness of this strategy. Mrs. Calloway |
| SA3.2. Senior counselor will hold conferences <ul style="list-style-type: none"> • in September with all 9GR6 students individually to discuss graduation requirements including credits, attendance, and HSAP passage • with individual 9GR6 students at end of each 9 weeks who are failing and/or have excessive absences in a course required for graduation. | Senior Guidance Counselor – Ms. King | September 2008 | Senior Guidance Counselor will maintain a master 9GR6 conference log, which will document that the strategy has been implemented. Ms. King Quarterly spreadsheet analysis of 9GR6 students will document effectiveness of this strategy. Ms. Rushton |
| SA3.3. Senior counselor will implement credit recovery programs for students (i.e. APEX Learning, Twilight School, Virtual School, summer school, etc.). | Ms. King | August 2008 | 9GR6 credit recovery quarterly summary report will document the effectiveness of the strategy. Ms. King Master list of 9GR6 enrollment in and completion of all credit recovery programs will indicate implementation of the strategy. Ms. King |

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| SA3.4. The district's seat time recovery plan will be implemented for students to recover credit that was lost due to excessive absences. | Assistant Principal – Ms. Ransome | August 2008 | <p>The assistant principal's job description will provide documentation that a coordinator of seat time recovery program has been designated in August. Mr. Brooks</p> <p>Senior Guidance Counselor will maintain a master 9GR6 conference log, which will document that the 9GR6 students who have excessive absences have been made aware of this program. These conferences will occur in October- December and March-May. Ms. King</p> <p>January rosters of 9GR6 students attending seat time recovery will demonstrate implementation of the strategy. Follow up will occur through assignment to APEX for students to recover credit. Ms. Ransome</p> <p>Percentage of 9GR6 students who recover credit through the program will document the effectiveness of the program. This report will be generated in January. Ms. Ransome</p> |
| SA3.5. An HSAP tutorial class will be implemented. | Assistant Principal – Ms. Ransome | July 2008 | <p>The August roster of the HSAP tutorial class will provide documentation that 9GR6 students who have not passed HSAP are enrolled in an HSAP tutorial course. Ms. Richardson</p> <p>Fall HSAP (December results) and quarterly USA Test Prep benchmark test results will provide documentation of the effectiveness of the strategy. Ms. Richardson</p> |
| SA3.6. The HSAP tutorial teacher will administer Pre-test on USA Test Prep for HSAP and will use the data to make curriculum and instructional plans. | Assistant Principal – Ms. Ransome | September 2008 | <p>Quarterly test data from the USA Test Prep teacher report will be maintained in a spreadsheet for review and documentation, which will indicate that the strategy has been implemented. Ms. Richardson</p> <p>Weekly lesson plans of the test prep teacher will show instructional decisions based on USA Test Prep data of the classes. Plans will be reviewed weekly by the department administrator. Immediate feedback will be given if plans need revisions. Follow up will be monitored through weekly observations and following USA Test Prep quarterly benchmark tests. Test Prep teacher will meet with the CRT for assistance with effectively using USA Test Prep data to improve student achievement if needed.</p> <p>The results USA Test Prep quarterly benchmark assessments will evaluate effectiveness of the weekly plans. Ms. Stables</p> |

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| <p>SA3.7. At the end of each 9 weeks in HSAP tutorial class the teacher will administer an HSAP benchmark test on USA Test Prep to measure progress and will use the data to make curriculum and instructional plans.</p> | <p>Assistant Principal – Ms. Ransome</p> | <p>October 2008</p> | <p>Quarterly test data from the USA Test Prep teacher report will be maintained in a spreadsheet for review and documentation, which will indicate that the strategy has been implemented. Ms. Richardson</p> <p>Test prep teacher will submit analysis of data report and updated weekly plans at the conclusion of each test administration, which will document that she is utilizing the data to guide instructional decisions. Ms. Richardson and Ms. Stables</p> <p>Indicators of implementation in strategy SA 3.6 will provide additional evidence of the implementation of this strategy.</p> <p>Quarterly summary of USA Test Prep data results will indicate effectiveness of the strategy. Ms. Richardson</p> |
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, the English 1 EOCEP passage rate will increase from 28.8% to 41.6% as measured by the percent of students scoring 70 or above on the USA Test Prep test.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| P1.1 Provide an additional English I teacher to maintain a class size of no more than 25 to 1 in all English I classes. | Principal – Mr. Brooks | July 2008 | The teaching schedule of the additional English I teacher will provide evidence that the strategy was implemented. Ms. Calloway Class load report for English I classes will indicate implementation of this strategy. Mrs. Calloway |
| P1.2 Professional development will be held for all English I EOC teachers to implement FSRP strategies (utilizing MAP, SRI, and USA Test Prep data; Learning Focus strategies; online unit planning). | Principal – Mr. Brooks | August 2008 | The professional development calendar will provide documentation that the strategy has been implemented. Monthly professional development will include all English I teachers. Professional development that is repeated from last year will only be provided to new English I teachers or those requesting it or required by administration based on weekly administrative team meetings. Feedback forms are completed by English I teachers at the conclusion of all professional development sessions. This feedback is used by the CRT to guide follow up professional development sessions. Ms. Stables The attendance rosters will provide documentation that the English I EOC teachers received the professional |

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| | | | <p>development related to implementing the FSRP strategies. Ms. Stables</p> <p>English EOC quarterly benchmark test data will indicate effectiveness of the strategy. Ms. Tate</p> |
| P1.3 Weekly administrative team meetings will be scheduled to review English I EOC teachers' observations and professional development needed. | Principal – Mr. Brooks | September 2008 | <p>Agendas and minutes of weekly leadership team meetings will provide documentation that the strategy has been implemented. Mrs. Calloway</p> <p>English EOC quarterly benchmark test data and progress and quarterly grade reports will indicate effectiveness of the strategy. Ms. Tate</p> |
| P1.4 English I unit plans and common unit assessments will be monitored to ensure the appropriate standards and activities are included. | Principal- Mr. Brooks | August 2008 | <p>Verification of English I unit plans spreadsheet will document that unit plans and common unit assessments are monitored bi-weekly. Ms. Ransome and Mrs. Stables</p> <p>Unit plans and common unit assessments of English I teachers will show that appropriate standards, activities, and assessment items are included. Plans and assessments will be reviewed bi-weekly using the district unit plan template and required fields. Immediate feedback, based on guidelines for effective Learning Focus unit plans and 10 Steps for Common Assessments Implementation (District guidelines – November 2008), will be placed in comment fields of unit plans. Follow up will be monitored through weekly observations and analyzing summative assessment results. These results will be used by the CRT to provide specific professional development to the English I teachers, addressing areas that need improvement.</p> <p>The results of the USA Test Prep quarterly benchmark assessments will evaluate effectiveness of unit plans. Ms. Stables</p> <p>English EOC quarterly benchmark test data and progress and quarterly grade reports will indicate effectiveness of the strategy. Ms. Tate</p> |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, the Physical Science EOCEP passage rate will increase from 33.2% to 41.6% as measured by the percent of students scoring 70 or above on the USA Test Prep test.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation. |
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| P2.1 Professional development will be held for all physical science EOC teachers to implement FSRP strategies (utilizing MAP, SRI, and USA Test Prep data; Learning Focus strategies; online unit planning). | Principal – Mr. Brooks | August 2008 | <p>The professional development calendar will provide documentation that the strategy has been implemented. Monthly professional development will include all physical science teachers. Professional development that is repeated from last year will only be provided to new physical science teachers or those requesting it or required by administration based on weekly administrative team meetings. Feedback forms are completed by physical science teachers at the conclusion of all professional development sessions. This feedback is used by the CRT to guide follow up professional development sessions. Ms. Stables</p> <p>The attendance rosters will provide documentation that the physical science EOC teachers received the professional development related to implementing the FSRP strategies. Ms. Stables</p> <p>Physical science EOC quarterly benchmark test data will indicate effectiveness of the strategy. Ms. Tate</p> |

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| P2.2 Weekly administrative team meetings will be scheduled to review physical science EOC teachers' observations and professional development needed. | Principal – Mr. Brooks | September 2008 | <p>Agendas and minutes of weekly leadership team meetings will provide documentation that the strategy has been implemented. Mrs. Calloway</p> <p>Physical science EOC quarterly benchmark test data and grade reports will indicate effectiveness of the strategy. Ms. Tate</p> |
| P2.3 Physical science unit plans and common assessments will be monitored to ensure the appropriate standards and activities are included. | Principal- Mr. Brooks | August 2008 | <p>Verification of physical science unit plans spreadsheet will document that unit plans and common unit assessments are monitored bi-weekly. Ms. Calloway and Mrs. Stables</p> <p>Unit plans and common unit assessments of physical science teachers will show that appropriate standards, activities, and assessment items are included. Plans and assessments will be reviewed bi-weekly using the district unit plan template and required fields. Immediate feedback, based on guidelines for effective Learning Focus unit plans and 10 Steps for Common Assessments Implementation (District guidelines – November 2008), will be placed in comment fields of unit plans. Follow up will be monitored through weekly observations and analyzing summative assessment results. These results will be used by the CRT to provide specific professional development to the physical science teachers, addressing areas that need improvement. The results of the USA Test Prep quarterly benchmark assessments will evaluate effectiveness of unit plans. Ms. Stables</p> <p>Physical science EOC quarterly benchmark test data and progress and quarterly grade reports will indicate effectiveness of the strategy. Ms. Tate</p> |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1:

By April 1, 2009, 100% of core content teachers will be given an opportunity to participate in a series of focused professional development opportunities to ensure that the English 1 EOCEP passage rate will increase from 28.8% to 41.6% as measured by the percent of students scoring 70 or above on the USA Test Prep test.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| D1.1 Provide and expand training to teachers to use research-based instructional practices in reading and writing, such as Learning Focused. | Assoc. Supt. Dr. Kathy Howard | July 2008 | Teachers will continue to be trained in a comprehensive school-based model that provides balanced achievement using research-based strategies to support learning. The research-based strategies are best practices which are driven by a standards-based curriculum. Learning is organized into units of instruction. These best practice research practices include using: Essential Questions, Student Learning Maps, EATS, Summarizing Strategies, Accelerating and Previewing, Rubric Assessed Authentic Assignments, Teaching Higher Order Thinking Skills, and Differentiated Assignments. The school’s instructional coach has received endorsement from the Learning Focused company to serve as a trainer. However, each district level content consultant has also been trained and serves as a resource to the school and the coach. Follow-up will be based on use of new knowledge and |

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| | | | skills in the classroom. Agendas, principal observations, training logs (Debbie Barron) |
| D1.2 Provide training in core content areas (ELA, Math, Science, Social Studies) for best practices (e.g., training and observations of teachers based on weak delivery of standards as cited by dept. chairs) | Assoc. Supt. Dr. Kathy Howard | July 2008 | Staff development training will enhance teachers skills as they deliver curriculum in the classroom. Training will be delivered based on weaknesses found from local data analysis. Follow-up will be based on use of new knowledge and skills in the classroom. Agendas, principal observations, training logs (Dr. Kathy Howard) |
| D1.3 Train instructional coaches on effective use of assessments (Train the trainer). | Assoc. Supt. Dr. Kathy Howard | September 2008 | Instructional coaches will be trained on effective use of assessments in the classroom. The training will address appropriate forms of formal (summative) and informal (formative) assessment. They will also receive training to design assignments that meet specific learner interests, abilities, and learning styles (differentiated assessments). The instructional coach will return to the building and train teachers in small groups – both interdisciplinary teams and content based groups. Agendas, training logs (Dr. Kathy Howard) |
| D1.4 Provide training for teachers on differentiated instruction. | Assoc. Supt. Dr. Kathy Howard | July 2008 | The instructional coach will receive training at monthly Instructional Coach meetings on aspects of differentiated instruction. She will return to the school and train the staff through small groups – both interdisciplinary teams and content based groups. Training will specifically address issues of gender, collaborative grouping, learning styles, and skill level (as evidenced by RIT scores). Agendas, training logs (Dr. Kathy Howard) |
| D 1.5 Provide professional development in the use of intervention strategies for at-risk students. | Assoc. Supt. Dr. Kathy Howard | July 2008 | Professional development opportunities in the Framework for Understanding Poverty will provide teachers with skills needed to enhance instruction in the classroom. In addition, it will provide them with strategies on effective classroom management and in building positive relationships with both students and parents as we work toward increasing student achievement. Follow-up will be based on use of new knowledge and |

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| | | | skills in the classroom. Agendas, observations, training logs (Olivia Morris) |
| D1.6 Provide support for virtual courses, twilight courses, and distance learning courses. | Mr. Alex Martin | September 2008 | Alternative courses will allow students who do not traditionally perform well to have multiple methods to recover credit or to participate in academic courses in alternative settings which will help to keep kids in school. Course offerings (Alex Martin) |
| D1.8 Provide hands-on training for physical science labs. | Dr. Kathy Howard | July 2008 | Training will provide rigorous lab methods for teacher use in delivering physical science curriculum. Students learn best from hands-on, interactive experiences which can be transferred to other applications. Training logs, principal observations (Dr. Lynn Talton) |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, 100% of appropriate school personnel will be given an opportunity to participate in data analysis and reporting professional development to ensure that the English 1 EOCEP passage rate will increase from 28.8% to 41.6% as measured by the percent of students scoring 70 or above on the USA Test Prep test.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| D2.1 Provide support to school administrators in utilizing MAP scores via Virtual Comparison Groups to make data-driven decisions. | Director Research - Dr. Jason McCreary | October 2008 | <p>VCG reports will be presented used by school administrators to diagnose student and teacher areas of strength and deficiencies in ELA and math. Disaggregation will allow administrators to pinpoint which subgroups and students need additional support. Staff will learn how to determine if a program is effective, who begins the year at a higher or lower level, and which teachers create exceptional student growth or failure.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>School VCG reports and training agenda (Erin Tully and the Research Department)</p> |
| D2.2 Provide support for core content teachers in disaggregating and analyzing data to make department-wide and classroom level instructional decisions. | Director Research - Dr. Jason McCreary | October 2008 | <p>Dynamic Reporting Suite will be presented and used to simplify data analysis as a classroom tool to help quickly apply test scores to instructional planning and teaching.</p> <p>Onsite follow-up will occur to determine, as appropriate,</p> |

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| | | | <p>how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>Agenda (April Hammond and the Research Department)</p> |
| D2.3 Provide support for school administrators, instructional leadership teams, and counselors to analyze and interpret school data via Ease-e. | Director Research - Dr. Jason McCreary | January 2009 | <p>Ease-e is a data warehouse that allows one to query on a variety of data points (student demographics, student attendance, test scores, etc.). Training will be based on the local school needs and requests for data and decisions. Since the product or warehouse we use is in transition, we will not be able to train until the second semester.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>School reports and Agenda (Maria Sarria and the Research Department)</p> |
| D2.4 Provide assistance to principals to monitor progress and assess gaps in outcomes. | Assistant Superintendents of Schools – Drs. Meekins, Peake, and Rogers and Mr. Hamilton | October 2008 | <p>Working with the principal and ERTL, ongoing discussions and data analysis monitoring around student and goal achievement will occur.</p> <p>Onsite follow-up will occur to determine progress on implementing strategies from each goal.</p> <p>Meeting agendas (Assistant Supts. Of Schools)</p> |

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

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| Benchmark Testing Plan | This is a system designed to pretest all students who will be taking EOC and/or HSAP and re-test quarterly to measure progress and needs for re-teaching certain standards. |
| Credit Recovery Plan | This plan utilizes the district-offered options of NovaNet, Virtual School, and Twilight School to give students the opportunity to earn credit for courses previously failed. |
| CRT | Curriculum Resource Teacher |
| Ease-e | This is a district-wide data management system for which the district provides the training to enable the schools to access and analyze data directly related to the report card. |
| Freshman Academy | This is a school-within-a-school structured to provide a coordinator and collaborative teams of teachers to address academic, emotional, and motivational needs of new freshmen in order to reduce the number of freshman failures and increase the passage rate for freshmen on EOC exams. |
| Graduation Rate Task Force | This is a team of faculty and staff members who monitor the various requirements for on-time graduation (credits, credit recovery, attendance, HSAP passage) throughout students' four years in high school and maintain the records/documentation to show which students should be included in the graduation rate for that year. |
| Individual Education Plan (IEP) | IEPs for students with learning disabilities are reviewed annually with special emphasis on identifying students who need to be on a 5 or 6 year graduation plan and ensuring that students are correctly placed in the resource or self-contained classes. |
| Individual Graduation Plan (IGP) | During their freshman year, students work with guidance counselors to develop a 4-year graduation plan which will be reviewed each year to facilitate their on-time graduation. |

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| Individual Intervention Plans | At the end of each quarter the counselors or 9 th grade coordinator will meet with students failing classes to develop an intervention plan to try to improve academic performance. |
| Learning Focused Strategies | These strategies are similar to Marzano's and will be implemented school-wide to enhance classroom instruction and increase student achievement. |
| Read 180 | This is a structured, double-blocked class of English I and Accelerated Reading uses the Read 180 software, whole-group instruction for standards, individualized reading, and small group instruction. It is offered to 60 new freshmen based on low reading lexile scores on the SRI reading test. |
| Reading Across the Curriculum | This is a program of strategies designed to teach reading skills in classes across the curriculum. |
| School Leadership Team (SLT) | SLT is a combination of the administrative team and the department chairmen collaborating to oversee the implementation of the instructional plan of the school, especially the FSRP. |
| Scholastic Reading Inventory (SRI) | This test is administered in August and May to measure students' progress measured in reading lexiles. In August freshmen and other new students are tested to determine a baseline, then they are tested each subsequent February. |
| Test Prep Course | This is an elective class in which students work on software programs to address their weaknesses identified on the HSAP test. Students not passing both parts of HSAP are automatically enrolled in this class for remediation. |
| USA Test Prep | This software program is aligned with the standards tested for EOC and HSAP. It is used as our baseline, benchmark and summative test for students who will be taking the HSAP or EOC tests. |